

## MACEDONIA MIDDLE

200 Macedonia Foxes Circle  
Moncks Corner, SC 29461

**GRADES** 5-8 Middle School

**ENROLLMENT** 643 Students

**PRINCIPAL** Janie L. Langley 843-899-8940

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	24	16	1

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Good	Yes

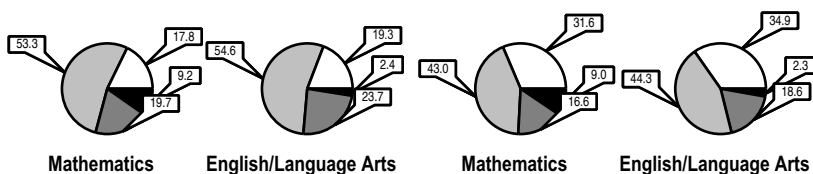
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	618	100.0	19.3	54.6	23.7	2.4	39.0	Yes	Yes
Gender									
Male	320	100.0	21.5	58.2	18.0	2.3	33.1		
Female	298	100.0	16.9	50.7	29.9	2.5	45.4		
Racial/Ethnic Group									
White	431	100.0	18.1	53.9	25.4	2.7	41.3	Yes	Yes
African-American	180	100.0	22.9	57.1	18.9	1.1	32.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	466	100.0	13.1	55.4	28.4	3.1	47.0		
Disabled	152	100.0	38.9	52.1	9.0	0.0	13.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	618	100.0	19.3	54.6	23.7	2.4	39.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	618	100.0	19.3	54.6	23.7	2.4	39.0		
Socio-Economic Status									
Subsidized meals	382	100.0	23.7	54.0	20.9	1.4	33.6	Yes	Yes
Full-pay meals	236	100.0	12.5	55.6	28.0	3.9	47.4		

Mathematics - State Performance Objective = 15.5%									
All Students	618	100.0	17.8	53.3	19.7	9.2	43.9	Yes	Yes
Gender									
Male	320	100.0	17.7	53.4	20.9	8.0	43.4		
Female	298	100.0	18.0	53.2	18.3	10.6	44.4		
Racial/Ethnic Group									
White	431	100.0	15.0	51.2	22.0	11.8	48.8	Yes	Yes
African American	180	100.0	25.1	59.4	12.6	2.9	30.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	466	100.0	10.6	53.7	23.5	12.2	52.5		
Disabled	152	100.0	40.3	52.1	7.6	0.0	16.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	618	100.0	17.8	53.3	19.7	9.2	43.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	618	100.0	17.8	53.3	19.7	9.2	43.9		
Socio-Economic Status									
Subsidized meals	382	100.0	23.4	56.5	13.8	6.3	36.1	Yes	Yes
Full-pay meals	236	100.0	9.1	48.3	28.9	13.8	56.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	148	99.3	30.2	51.8	18.0	N/A	18.0
	Grade 6	179	99.4	21.0	52.7	18.6	7.8	26.3
	Grade 7	165	100.0	18.9	63.5	16.4	1.3	17.6
	Grade 8	134	100.0	12.2	71.5	15.4	0.8	16.3
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	161	100.0	27.8	55.1	15.2	1.9	17.1
	Grade 6	137	100.0	23.9	50.0	23.1	3.0	26.1
	Grade 7	182	100.0	16.1	60.0	21.1	2.8	23.9
	Grade 8	138	100.0	9.6	58.1	30.1	2.2	32.4

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	148	100.0	28.6	55.7	14.3	1.4	15.7
	Grade 6	179	100.0	13.7	54.8	20.2	11.3	31.5
	Grade 7	165	100.0	16.4	40.9	27.7	15.1	42.8
	Grade 8	134	100.0	13.0	65.0	19.5	2.4	22.0
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	161	100.0	26.6	49.4	15.8	8.2	24.1
	Grade 6	137	100.0	13.4	49.3	28.4	9.0	37.3
	Grade 7	182	100.0	17.2	58.3	11.1	13.3	24.4
	Grade 8	138	100.0	14.7	56.6	22.8	5.9	28.7

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 643)				
Students enrolled in high school credit courses (grades 7 & 8)	12.3%	Down from 17.3%	13.4%	14.6%
Retention rate	13.2%	Up from 11.9%	4.0%	3.0%
Attendance rate	96.5%	Up from 94.3%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.1%		6.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.2%		5.3%	5.3%
Eligible for gifted and talented	10.9%	Up from 7.3%	14.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.1%	Up from 23.0%	14.1%	13.9%
Older than usual for grade	11.4%	Down from 11.6%	4.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	50.0%	No change	46.0%	48.7%
Continuing contract teachers	81.0%	Up from 78.6%	82.6%	81.7%
Highly qualified teachers**	94.6%	N/A	92.6%	90.4%
Teachers with emergency or provisional certificates	9.1%		4.4%	5.3%
Teachers returning from previous year	84.1%	Up from 82.6%	83.2%	85.1%
Teacher attendance rate	94.1%	Down from 95.8%	94.9%	94.8%
Average teacher salary	\$38,071	Up 1.8%	\$39,193	\$40,566
Prof. development days/teacher	17.6 days	Up from 15.7 days	11.2 days	11.0 days

School				
Principal's years at school	17.0	Up from 16.0	4.0	3.3
Student-teacher ratio in core subjects	22.7 to 1	Down from 23.3 to 1	20.1 to 1	21.3 to 1
Prime instructional time	90.0%	Up from 89.3%	89.0%	89.3%
Dollars spent per pupil*	\$5,492	Down 12.7%	\$5,582	\$5,821
Percent of expenditures for teacher salaries*	59.3%	Up from 55.2%	61.4%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	95.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Macedonia Middle School had a wonderful year through the active partnership of students, parents and faculty. We continued to advance our level of academic achievement and to cultivate strong community relationships. Our tradition of excellence was reaffirmed through numerous awards and accolades again this year. The Education Foundation of the Charleston Metro Chamber of Commerce presented the College of Charleston's Business Education Award to Macedonia Middle School's Business partner, Jefferies Generating Station of Santee Cooper. This award recognized the efforts of the team to identify ways to support the educational needs of students as well as ways to recognize student and teacher accomplishments. Throughout the year employee volunteers are involved as CHOICES presenters, Lunch Buddies, science fair judges and career speakers. The Fantastic Foxes award was developed to recognize the most improved students from each grade level during each grading period. The Terrific Teacher program recognizes teachers who have been selected as having "performed above and beyond."

Maintaining and improving our excellent educational program continues to be Macedonia Middle School's primary focus. We strive to meet the needs of individual students through the expansion of numerous school initiatives. These initiatives include SOAR to Success, STEMS, Accelerated Reading and Math Program, an Accelerated Fifth and Sixth Grade Class and Compass Learning.

Macedonia Middle School teachers continue to grow professionally with a large number of our teachers sharing innovative programs at a variety of workshops and conferences. Our staff had a total of 669 professional development days this year. In addition, one of our teachers received her National Board Certification.

Our A-Star after school tutoring program continued to provide additional academic assistance to over 97 students. Our PTA worked diligently to support teacher and department requests to ensure the success of our AWARDS Program. In addition, the PTA raised \$10,000, securing a mental health counselor for 2nd semester.

Our school-wide emphasis for the 2004-2005 school year is on writing, assessment and the expansion of technology. Faculty and staff will be involved with extensive staff development as we continue our tradition of "Excellence in Education."

Janie L. Langley, Principal

Jennifer Easler, Chair, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	110	105
Percent satisfied with learning environment	100.0%	78.2%	83.7%
Percent satisfied with social and physical environment	100.0%	83.3%	91.3%
Percent satisfied with home-school relations	95.3%	89.0%	64.4%

\*Only students at the highest middle school grade level at this school and their parents were included.